

EES Nº 9

Segundo Tercera 2021

English

Student:

Teacher: **María Eva Blaiotta**



Material de trabajo:

- ❖ Carpeta.
- ❖ Este set de fotocopias
- ❖ Videollamadas por Meet y ocasionalmente por Zoom de acuerdo a la necesidad de organización de la clase.
- ❖ Drive de la escuela y Classroom para subir las consignas de cada clase.

Páginas útiles:



Diccionario "Word Reference". <https://www.wordreference.com/es/>

Diccionario "Linguee": <https://www.linguee.com/>



Nuestro muro donde mostraremos los trabajos

Crear presentaciones : <https://prezi.com/login/>



Unit 1:

Me and my Friends

Safe on the Web

(Caring for each other)

Contenidos ya trabajados y no incluidos en este material.

- ❖ Presentaciones personales
 - “At the library”
 - Vocabulario.
 - Preguntas personales. Palabras de pregunta
 - pronombres personales
 - verbo “to be”
 - Números 1-100
- ❖ “Online safety conversations”
 - Vocabulario.
 - Abecedario
 - adjetivos posesivos
- ❖ “He-mail, she-mail”
 - Simple present
 - Vocabulario.
- ❖ Netiquettes
- ❖ Instrucciones, consejos y advertencias: imperativos (afirmativo y negativo)
- ❖ Peligros en las redes sociales

Digital citizenship

Students work in groups and debate on these cases.

Case 1: The Case of Unflattering Photos

Lori likes to **post** pictures of herself and her friends on **social media sites**. Her friends notice that in all the pictures she looks really good, but the rest of them usually don't—they're making funny(1) faces or their hair looks bad, or worse. When Lori's friends ask her about this she says she doesn't have any idea what they are talking about. Frustrated, her friends decide to get back(2) at her by **posting** a lot of pictures of Lori that are unflattering(3) on their own **social media sites** and **tagging** her. Lori gets angry and accuses her friends of being mean(4).

Debate Questions:

1. Do you think Lori has the right to post any pictures she wants on her own social media accounts? Why or why not?
2. Why do you think Lori's friends were so upset(5) about the unflattering photos Lori posted?
3. Do you think Lori's friends responded appropriately?
4. List other ways Lori's friends could have responded(6) to this situation.

- (1) raras
- (2) vengarse
- (3) poco favorecedoras
- (4) mala persona
- (5) molestas, molestos
- (6) pudieron haber respondido

Case 2: Funny Video Goes Viral

Some students are always late for school, so their teacher makes them attend(1) Saturday lessons in order to make up(2) the work they've missed. The group of five students who have to attend Saturday lessons are very good friends, so one of them has the idea to make t-shirts that read, "Detention Crew." They also make a song that makes fun of(3) school, their teacher, and Saturday lessons. They think the song is funny(4) and they record and **post** it online. Lots of kids see the video, think it's hilarious(5) and start **sharing** it with their friends, who share it with their friends, and soon the video goes **viral**.

Debate Questions:

1. Who is most at fault(6) for making this video viral?
2. Do you think the "Detention Crew" had the right to(7) record and post this video? Why or why not?
3. What do you think the consequences are of this video going "viral"?

- (1) asistir
- (2) compensar
- (3) burlarse de
- (4) graciosa/o
- (5) muy graciosa/o
- (6) en falta
- (7) el derecho a

Case 3: Teasing Mark

Mark, a 6th grader, tries out to be(1) a Junior Lifeguard in his hometown and is the only boy in his class to make it(2). He is excited(3) and proud of(4) this. His mother and father are excited and proud of this, too. His mom **uploads** his picture to her own **social media site**, **tags** him, and writes, “*So proud of Mark for making the Junior Lifeguard squad*(5) *today.*” Some of Mark’s friends see the post and think he looks funny(6) in the picture so they post sarcastic comments and one even teases(7) Mark by **posting**, “Dude, I saw you cheating(8) on the first aid(9) test!” Other kids see this post and **share** it with their friends and followers.

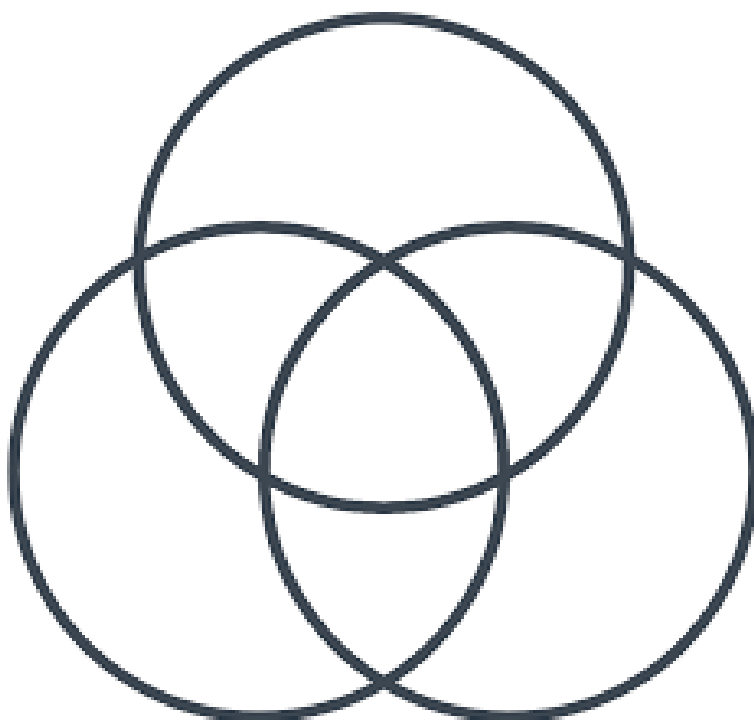
Debate Questions

1. Who is responsible for making viral the misinformation that Mark “cheated” on his first aid test?
2. Do you think people who don’t know Mark well will know his friends were just teasing?
3. List some of the consequences of these posts?
4. How could this situation have been handled(10) differently?

- (1) se prueba para ser
- (2) lograrlo
- (3) emocionado
- (4) orgulloso
- (5) equipo
- (6) raro, gracioso
- (7) molestar
- (8) copiarse
- (9) primeros auxilios
- (10) manejada

A Venn diagram

Read the texts and complete this diagram.
(Para hacer en la carpeta)



FINAL TASK: a definir

Unit 2: People in my Life

KWL

Topic _____		
K What I know.	W What I want to know.	L What I learned.

Important people in my life

A- Match the phrases with the correct definition and write a – f next to the numbers 1 – 6.

1..... She looked after me.	a. We have a good, friendly relationship.
2..... We hang out a lot.	b. She took care of me.
3..... We get on well.	c. He likes the same things as me.
4..... We fell out.	d. We have many similarities.
5..... We have a lot in common.	e. We stopped being friends. (Especially after an argument.)
6..... He's into the same things.	f. We spend a lot of time together.

B-Listen to 5 people talking about important people in their lives. Complete the gaps with a word from the box.

childhood friend	brother	best friend
next-door neighbour	boyfriend	



1. Speaker A is talking about her _____.
2. Speaker B is talking about his _____.
3. Speaker C is talking about her _____.
4. Speaker D is talking about his _____.
5. Speaker E is talking about her _____.

C- Listen again. Circle **True** or **False** for these sentences.

- | | |
|--|------------|
| 1. Her next-door neighbour also worked with her mum. | True False |
| 2. Her next-door neighbour has a healthier lifestyle now. | True False |
| 3. He didn't see his brother after he went to university. | True False |
| 4. He supports the same football team as his brother. | True False |
| 5. She and her friend argued about a boy. | True False |
| 6. She is going to go to the same university as her friend. | True False |
| 7. He didn't have much in common with his friend when they were young. | True False |
| 8. She didn't like the look of her boyfriend at first. | True False |

D- Which people have been important in your life?

1. Who are you closest to in your family?

.....

2. Who are your closest friends?

.....

3. Which other people have been important in your life?

.....

E- Vocabulary box. Write any new words you have learnt in this lesson.

Transcripts

A (Girl)

She lives next door and she's always been really important in my life. When we were little and my mum was working she used to look after us. She'd tell us stories about her childhood. It was like listening to fairy stories, life was so different when she was a child. In her kitchen she used to keep a special dish with sweets for us, and she was always baking cakes and pies. Now she doesn't bake so much. She's started eating more healthily in her old age, salads and vegetables and things. It's funny how she's changed. She also goes to this special gym class for old people, it's amazing. I don't see her so often now, but she's always the same person however much her lifestyle changes.

B (Boy)

He's four years older than me and that seemed like a huge amount when we were children. When we were at the same school we'd never talk to each other during school hours. But now we're older it's a lot better, although I'll always be the little one, and that's annoying sometimes. He's taken me to rock concerts that I wouldn't have gone to otherwise and when he was at uni I went to stay with him sometimes. That was really cool. It was great to see what real student life was like when I was still at school. Now that he's working he's really busy, but we still hang out sometimes. We go to football matches together because we both support our home team. It's always good to see him.

C (Girl)

We've known each other since we were five and we've always got on really well. Well, apart from that time when we fell out because we both liked the same boy. But he went off with Heather Jenkins, so we made friends again quite quickly! We both like the same kind of music and going dancing at the weekend, and when we were younger we went out on our bikes together. At school we're good at different things. I'm good at languages and Laura's good at maths. That's good though – it means that we can help each other with our homework. Next year I'm probably going to study in London and she's going to Manchester, but I'm sure our relationship won't change.

D (Boy)

His family moved in just a few houses down from us when I was about ten, and I still remember how excited I felt when I found out there was another boy on the street. I'd been the only boy, you see. The others were all girls. We were good friends from the beginning because we were into the same things: computers and football, mostly. But we had quite a few of the same hobbies for a while. I remember making lots of models of aeroplanes one year. Another year we took up fishing. We had all the equipment and everything and we'd spend ages down by the river. I never go fishing now. His family moved away a couple of years ago. We're still friends on Facebook but we don't really have much contact.

E (Girl)

I can remember all the details of when we met. I was wearing a red dress and I'd just had my hair cut. I can even remember what music was playing the first time I saw him. I knew he was special from the beginning, and I was right. We've been together ever since. Well, it's only been eighteen months, and some people say that isn't very long, but it seems like ages to me. We've got such similar personalities and so much in common. I'm sure we'll stay together forever.

Tarea para entregar a través de Classroom

Completá esta ficha (ver Classroom) con un relato sobre tu persona favorita. Incluí su nombre, cuál es tu relación con esta persona, qué hace/ a qué se dedica y por qué es tu persona favorita. Podés escribir alguna experiencia que hayas tenido con esta persona.



SIMPLE PAST

Hay muchas maneras de hablar del pasado en inglés, pero el pasado simple es la forma más común. El pasado simple en inglés es equivalente al pretérito imperfecto y pretérito indefinido del español. **Usamos el pasado simple para acciones completas en el pasado.** El período de tiempo de estas acciones no es importante como en el español. En el pasado simple hay [verbos regulares](#) y [verbos irregulares](#).

Form

Para formar el pasado simple con verbos regulares, usamos el infinitivo y añadimos la terminación “-ed”. La forma es la misma para todas las personas (I, you, he, she, it, we, they).

	want →		wanted
	learn →		learned
	stay →		stayed
	walk →		walked
	show →		showed

Except::

1. Para verbos que terminan en una “e”, sólo añadimos “-d”.

| change → | **changed**
| believe → | **believed**

2. Si el verbo termina en una vocal corta y una consonante (excepto “y” o “w”), doblamos la consonante final.

| stop → | **stopped**
| commit → | **committed**

3. Con verbos que terminan en una consonante y una “y”, se cambia la “y” por una “i”.

| study → | **studied**
| try → | **tried**

Structure

1. Affirmative Sentences

Sujeto + verbo principal (+ objeto)

| She **was** a doctor. (*Era doctora.*)
| The keys **were** in the drawer. (*Las llaves estaban en el cajón.*)
| I **wanted** to dance. (*Quería bailar.*)
| They **learned** English. (*Aprendieron inglés.*)
| We **believed** him. (*Le creímos.*)
| I **bought** a blue car. (*Compré un coche azul.*)

2. Negative Sentences

Sujeto + “wasn’t/ weren’t”

| She **wasn’t** a doctor. (*Ella no era doctora.*)
| The keys **weren’t** in the drawer. (*Las llaves no estaban en el cajón.*)

Todos los demás verbos:

Sujeto + “didn’t” + verbo principal (en infinitivo) (+ objeto)

| I **didn’t want** to dance. (*No quería bailar.*)
| They **didn’t learn** English. (*No aprendieron inglés.*)
| We **didn’t believe** him. (*No le creímos.*)
| I **didn’t buy** a blue car. (*No compré un coche azul.*)
| They **didn’t have** lessons this morning. (*No tuvieron clases esta mañana.*)

3. Interrogative Sentences

“Was/ were” + sujeto + ...?

| **Was** she a doctor? (*¿Era doctora?*)
| **Were** the keys in the drawer? (*¿Estaban las llaves en el cajón?*)

Todos los demás verbos:

“Did” + sujeto + verbo principal (en infinitivo) (+objeto)?

| **Did** you **want** to dance? (*¿Querías bailar?*)

- | **Did they learn** English?(¿Aprendieron inglés?)
- | **Did you believe** him?(¿Le creíste?)
- | **Did you buy** a blue car?(¿Compraste un coche azul?)

Regular and irregular verbs

Dijimos que para formar el pasado, a la forma infinitiva de los verbos se les agrega “ed”, “d” o “ied” dependiendo de la ortografía de cada uno. Estos verbos se llaman “regulares” o “regular verbs”.

Sin embargo hay otros verbos que no forman su forma pasada de esta manera y cambian totalmente, o bien su forma pasada es igual a su forma infinitiva. Estos verbos se llaman “irregulares” o “irregular verbs”.

INFINITIVE	PAST
Be	Was/ were
Sleep	Slept
Do	Did
Put	Put
Cut	Cut

Existen aproximadamente 200 verbos irregulares en inglés. Al final de este libro tenés una lista con los verbos regulares e irregulares de uso frecuente.

Uses

1. El pasado simple se utiliza para hablar de una acción concreta que comenzó y terminó en el pasado. En este caso equivale al pretérito indefinido español. Generalmente, lo usamos con adverbios de tiempo como “last year”, “yesterday”, “last night”...

Tom **stayed** at home last night. (Tom se quedó en casa anoche.)

Kate **worked** last Saturday. (Kate trabajó el sábado pasado.)

I **didn't go** to the party yesterday. (No fui a la fiesta ayer.)

Did they walk to school this morning? (¿Han andado a la escuela esta mañana?)

2. Se usa para una serie de acciones en el pasado:

I **received** the good news and immediately **called** my husband. (Recibí la buena noticia y llamé de inmediato a mi marido.)

He **studied** for an hour in the morning, **worked** all afternoon and **didn't return** home until 10 at night. (Estudió durante una hora por la mañana, trabajó toda la tarde y no regresó a casa hasta las 10 de la noche.)

3. También lo usamos para acciones repetidas o habituales en el pasado.

We always **traveled** to Cancun for vacation when we were young. (Siempre viajábamos a Cancun durante las vacaciones cuando éramos jóvenes.)

He **walked** 5 kilometers every day to work. (Caminaba 5 kilómetros hasta el trabajo cada día.)

4. Lo usamos para narraciones o acciones de períodos de largo tiempo en el pasado.

I **worked** for many years in a museum. (Trabajaba en un museo durante muchos años.)

| She **didn't eat** meat for years. *(No comía carne durante años.)*

5. Se utiliza para hablar de generalidades o hechos del pasado.

| The Aztec **lived** in Mexico. *(Los aztecas vivían en México)*

| I **played** the guitar when I was a child. *(Tocaba la guitarra cuando era niño.)*

Time expressions

- ago
 - in (2005)
 - last week/ weekend/ year/ summer/ Christmas/...
 - yesterday
-

Unsung heroines

El texto siguiente habla de 5 mujeres que con sus acciones han colaborado para hacer un mundo mejor pero no son conocidas.

La consigna es que leas sin detenerte demasiado en las frases o palabras nuevas, sólo leer para extraer la información que necesitas para completar este cuadro. Si algún dato no se menciona, escribí "doesn't say". **(Para realizar en la carpeta)**

Name	Job/ profession	Remarkable thing she did



1 Megan Coffee

In 2010, Haiti was struck by a massive earthquake, which destroyed more than 250,000 homes. Dr Megan Coffee, an American expert in infectious diseases, set off to Haiti to help. She knew that diseases like tuberculosis (TB) would spread quickly in a place where people were having to live without clean water or adequate shelter.

Coffee didn't have a hospital, so she set up a tent where people could come for treatment and advice. Six years later, she's still in Haiti. She gave up her job, which was at a top university back in the United States, and she now does not receive a salary. Since she arrived, however, she has saved thousands of lives.

2 Mary Seacole

Mary Seacole was a Jamaican nurse who risked her life to treat wounded soldiers during the Crimean War. When Mary heard about the war, she immediately travelled to England, but found that the War Office refused her offer of help because she was black. Seacole was determined, however, and she decided to set up her own hospital, which she called a hotel, in Kadikoi, Crimea. She treated hundreds of soldiers there, and on the battlefield, for their wounds and also for diseases such as cholera, which took enormous bravery as she could easily have been killed or caught a fatal disease herself.

3 Hilary Lister

In 2005, Hilary Lister made history by sailing solo across the English Channel. Many people had done this before, but none were quadriplegic, which means not being able to use any part of your body from the neck down. Hilary was not born quadriplegic, but gradually lost the use of her body due to a disease.

At first Hilary felt that she had lost everything, but when she first tried sailing, she felt that 'it turned a light back on inside me'. She controls the boat through a computer, which is operated by her mouth.

4 Mary Anning

Mary Anning was born in 1799, the daughter of a poor carpenter. Yet, she became one of the most important female scientists in history. Mary and her father, Richard, used to collect fossils to sell to tourists. A fossil is an animal or plant which turned to rock thousands of years ago, but, at that time, people did not really know what fossils were. In 1812 Mary found the skeleton of a huge dinosaur, an ichthyosaur, which changed what people believed about the beginning of the world. Mary made many other important discoveries, but her work was not taken very seriously because she was a woman and uneducated.

5 Irena Sendler

Irena Sendler, who was a social worker in Warsaw, Poland, during the Second World War, is thought to have saved at least 2,500 Jewish children from being sent to the Nazi prison camps. Sendler found ways of getting the children away to safety. In 1943 she was caught by the Nazi soldiers, but would not tell the Nazis the names of the children she had saved or the people who had helped them. She was sentenced to death, but escaped and began her work again, using a different name.

A- Estas oraciones hablan de lo que estas cinco mujeres hicieron. Completalas solamente con el nombre de cada mujer. Vas a necesitar escribir el mismo nombre más de una vez.

- 1 _____ became paraplegic due to **disease**.
- 2 _____ lived in such **poverty** that she needed to collect fossils to sell.
- 3 _____ knew that the earthquake would lead to the spread of **disease**.
- 4 **Racism** prevented _____ from helping the soldiers at first.
- 5 In the 19th century, few people believed that a woman could be a scientist. This **sexism** meant that _____ was not properly recognised for her scientific **achievements** until many years after her death.
- 6 _____ showed enormous **bravery** in standing up the Nazis.
- 7 There is a lot of **discrimination** against people with disabilities, but _____ has shown that she can do more than most **able-bodied** people.
- 8 Although _____ was not Jewish herself, she hated **prejudice** against anyone, and was willing to risk her life to save others.

B- En la actividad anterior hay algunas palabras resaltadas. A continuación te copio los significados de esas palabras. La consigna es que escribas las palabras al lado de cada significado.

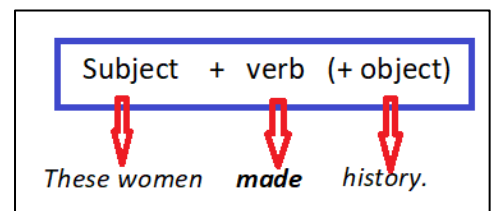
- 1Doing things that are dangerous without fear.
- 2The unfair treatment of people, especially women, because of their sex.
- 3The state of being poor.
- 4Treating one person or group worse than others.
- 5The belief that some races of people are better than others.
- 6A strong, unreasonable feeling of not liking someone or something, especially when based on race, religion or sex.
- 7Something you have done successfully, usually through skill and/or hard work.
- 8Having full use of your body.
- 9An illness of the body.
- 10An increase in the amount of something.

REPASAMOS

Los relatos de cada mujer cuentan hechos pasados. Por lo tanto, los verbos están en tiempo pasado. Vamos a repasar el **pasado simple**:

Para formar el pasado, las oraciones siguen la misma estructura que el presente simple y los verbos cambian a la forma pasada. Ejemplos:

- Mary **risked** her life.
- She **saved** thousands of lives.
- An earthquake **destroyed** thousands of homes.
- These women **made** history.
- The Nazis **sent** her to a prison camp.



REPASAMOS

Para formar el pasado de los verbos agregamos “ed” al infinitivo. Estos verbos se denominan “**regular verbs**”.

En otros casos, las formas pasadas de los verbos cambian o son iguales al infinitivo. Estos verbos se denominan “**irregular verbs**”.

Examples:

Regular verbs

INFINITIVE PAST

risk- risked
save- saved
destroy- destroyed
decide- decided
try- tried
talk- talked

Irregular verbs

INFINITIVE

PAST

make- made
go- went
do- did
is- was
have- had

C- Volvé a leer los textos y seleccioná los verbos en pasado. Luego clasificalos en el cuadro siguiente. Esta actividad se hace en la carpeta con el título: “*Unsung Heroines*”.

REGULAR VERBS		IRREGULAR VERBS	
infinitive	past	infinitive	past



D- Answer these questions. (Responder en la carpeta)

- 1- Who changed her name?
- 2- Who became paraplegic because of a disease?
- 3- Why did not people take Mary Anning’s work seriously?
- 4- Why did the War Office refuse Mary Secoale’s help?
- 5- What did Megan Coffee build to help people in the Crimean War?
- 6- Who was sentenced to death?



Yes/ No questions

Did Megan work in a university?
- Yes, she did.

Did Megan have a hospital?
- No, she didn't.

E- Yes/No questions. Answer. (En la carpeta)

1. Did Hilary swim in the English Channel?
2. Did Irena help Jewish children?
3. Did Mary Anning collect fossils?
4. Did Mary Anning go to school?
5. Did Megan build a hospital?
6. Did Mary Secoale save thousands of lives?
7. Did the earthquake destroy thousands of homes?



• JACQUOTTE DELAHAYE •

PIRATE

Once upon a time, in Haiti, there was a girl with hair as red as fire. Her name was Jacquotte.

Jacquotte's mother died while giving birth to her little brother.

Their father died after their mother, and Jacquotte had to work. So she decided to become a pirate.

Jacquotte led a gang of hundreds of pirates. Together, at sea, they ate smoked meat, played games, pressed gunpowder in cannons, and robbed Spanish ships. She even had a secret island where she and her pirates lived!



Jacquotte had many enemies: both the government and rival buccaneers were after her. She decided to escape. She faked her own death and went into hiding. She changed her name and dressed as a man, but people discovered her because of her red hair! She soon returned to piracy and people started to call her "Back from the Dead Red."

Jacquotte had a girlfriend who was a pirate too! Her name was Anne Dieu-le-Veut, and she was married and she had two children. After her husband died during a fight, she joined Jacquotte.

They were two of the most feared pirates of the Caribbean.

• MAYA GABEIRA •

SURFER

Once upon a time, there was a girl who liked big waves. She liked super-mega-gigantic monster waves and wanted to become the Superwoman of Surfing.

“Not again, Maya,” her mom said, as her daughter went to the beach. “You’re always wet and cold, and everyone else surfing is a boy!” But Maya didn’t care: Surfing was her passion.

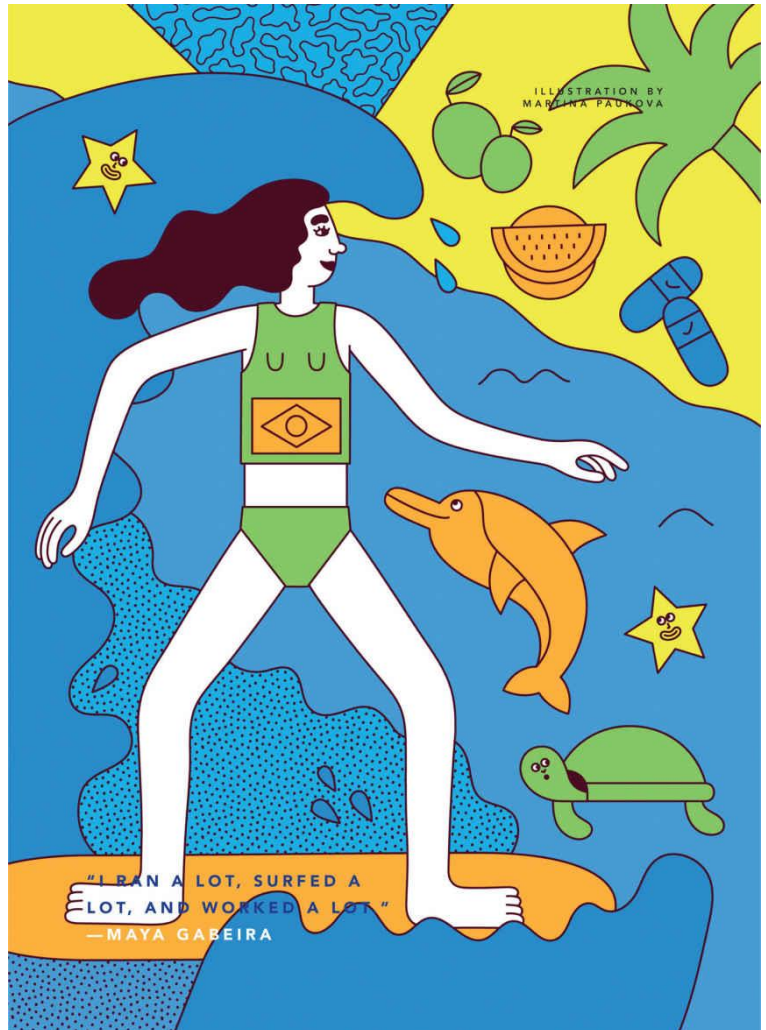
She started travelling the world in search of the biggest waves possible: Australia, Hawaii, Portugal, Brazil. Maya

jumped on a plane and went anywhere to catch the next big one. Once, in South Africa, she rode a wave fourteen meters high. She won every major competition and became the highest-paid big wave surfer in the world.

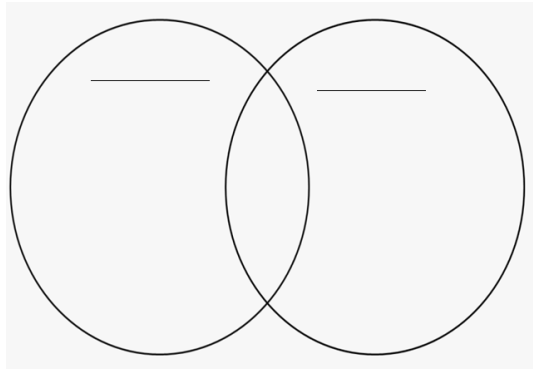
But one day, while she was surfing in Portugal, a wave crashed over her. She broke bones and almost drowned. Her partner rescued her and gave her CPR. After this scary incident, people thought Maya would stop surfing.

Not Maya.

When she recovered, Maya went back to the same beach in Portugal. “I love it,” she says. “The surf around here is epic.”



A-Read the two texts about Jacquotte and Maya and complete this Venn diagram. (En la carpeta)

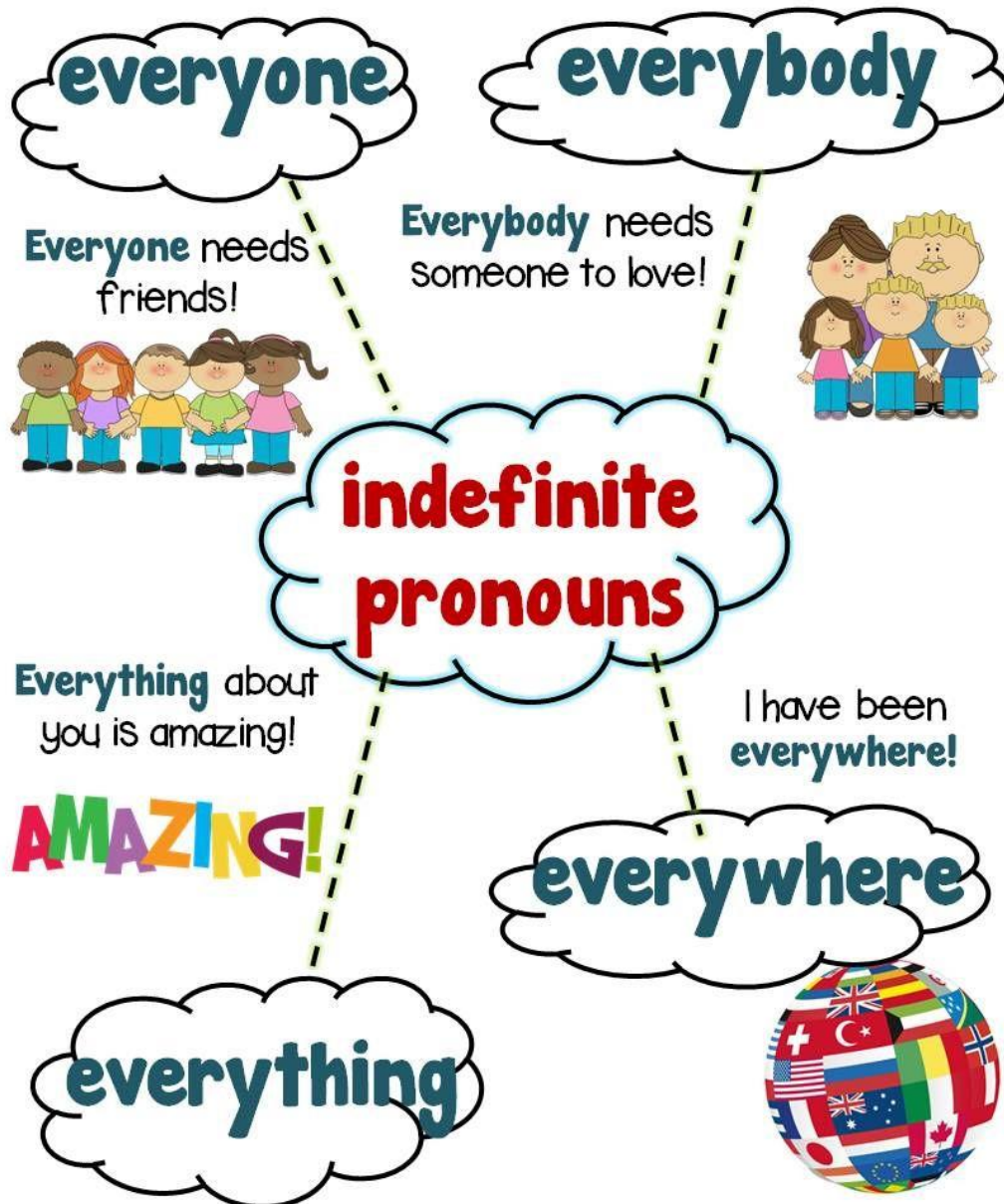


Indefinite pronouns

	People	Things	Places
some-	someone somebody	something	somewhere
any-	anyone anybody	anything	anywhere
no-	no one nobody	nothing	nowhere
every-	everyone everybody	everything	everywhere

EXAMPLES:

Indefinite Pronouns



GRAMMAR QUIZ

INDEFINITE PRONOUNS

● *Complete the sentences below.*

1. I went shopping yesterday, but I couldn't find ... that I liked.
a) nothing
b) anything
c) everywhere
2. Thomas ate ... that was in his lunch bag, except for the carrot.
a) everything
b) anything
c) somebody
3. Excuse me, waiter. There's ... in my soup. I think it's a fly.
a) something
b) anywhere
c) everywhere
4. I didn't go ... on my holiday. I was so bored!
a) nowhere
b) somewhere
c) anywhere
5. There are living dinosaurs ... on Earth.
a) anywhere
b) something
c) nowhere
6. ... answered the phone when I called an hour ago.
a) No one
b) Anyone
c) Nowhere
7. I put my glasses ... in my office, but I can't remember exactly where.
a) somewhere
b) everywhere
c) anywhere
8. ... ate my cookie! Who? Who ate my cookie?
a) Anything
b) Somebody
c) Anybody
9. I can't meet you tomorrow because I have ... important to do.
a) somewhere
b) something
c) nothing
10. ... is more important than having friends and family who love you.
a) Everyone
b) Somewhere
c) Nothing
11. ... in our class passed the grammar test!
a) Everything
b) Everyone
c) Something
12. Did you guys do ... interesting on the weekend?
a) anything
b) anywhere
c) somewhere
13. ... can lift this box! It's too heavy to lift.
a) No one
b) Something
c) Anybody
14. Almost ... in the world knows about the Olympic games.
a) somewhere
b) everywhere
c) everyone
15. Many people think there may be alien life ... in the universe.
a) something
b) somewhere
c) anything
16. There are still lots of empty seats in the theater. We can sit ... we like.
a) anything
b) anyone
c) anywhere

15 – 16 = Excellent

13 – 14 = Good

12 or Less = Study More!

A- Now, work on these sentences are about Jacquotte Delahaye. (**Primero**, tenés que ordenar las palabras para formar las oraciones. **Segundo**, tenés que ordenar las oraciones cronológicamente enumerándolas. Recordá la estructura de las oraciones en Inglés: **Sujeto + verbo + objeto**)

- ☐ a pirate / Jacquotte / became.
- ☐ died / Jacquotte's / mother
- ☐ dressed / She / as a man.
- ☐ her / She / changed / name.
- ☐ Her / died /father
- ☐ Her / was born / brother
- ☐ of / had / a gang / pirates / She
- ☐ secret island / They / on a / lived



GLOSSARY

was born: nació

a gang of: una banda de

fake: simular

catch: atrapar

broke: forma pasada de "break" (romper)

B- Answer these questions about Maya and Jacquotte.

- 1- What did Maya like when she was a girl?
- 2- Was her mother happy with that?
- 3- Did the girls surf at that time?
- 4- Where did she ride a fourteen metres wave?
- 5- What happened one day in Portugal?
- 6- Who rescued Maya?
- 7- Did she stop surfing after that?
- 8- Do you think Jacquotte and Maya broke stereotypes? If so, why?



FINAL TASK: Por último, vas a diseñar **un perfil de Instagram** para Jacquotte como ella lo hubiera hecho **o un posteo en Instagram**. En Classroom subí tres imágenes que pueden servir de guía. Te cuento que Maya Gabeira, que tiene 33 años, ya tiene su perfil de Instagram: [@maya](#)



Opción 1: Si elegís la opción del **perfil**, este perfil será una imagen en papel o digital. Si es en papel, podés usar la técnica que quieras: dibujo blanco y negro, dibujo en distintos colores, collage, recortar imágenes de diarios o revistas entre otras ideas que seguramente vas a tener.

Si lo hacés de manera digital, podés usar el editor de imágenes que estés acostumbradx a usar.

Las características de este perfil son:

- escribir nombre
- escribir una breve biografía
- si querés, podés inventarle una página web y escribirla debajo de la biografía, como muestra la imagen.
- Agregar las fotitos de las historias y crearles nombres a cada historia.
- Inventar la cantidad de seguidorxs, personas seguidas y posteos que ha hecho.
- Agregar al menos tres fotos. En la imagen puse seis fotos, pero podés agregar sólo tres.

Opción 2: Si elegís la opción del **posteo**, vas a pensar en un posteo que ella haría (puede ser foto, una imagen con alguna frase, o video, y escribir debajo del posteo un texto breve de no más de 30 palabras que tenga que ver con su vida, con lo que ella haría o con alguna situación actual de nuestros tiempos. Puede ser alguna situación que tenga que ver con alguna cuestión social. Por ejemplo, ella puede estar en contra de la discriminación, del bullying, de los estereotipos de género, de la contaminación, la matanza de animales, la deforestación, u otra problemática que se te ocurra.

Vas a crearle uno o más hashtags. Por ejemplo: [#BreakingStereotypes](#) [#SurfingIsLife](#) [#BackFromTheDeadRed](#) o los que se te ocurran.

Todo lo vas a entregar por Classroom.



Unit 3:

Everyday heroes and heroines

KWL

Topic _____		
K What I know.	W What I want to know.	L What I learned.

Wonder- a novel by R.J Palacio

Wonder is a novel by Raquel Jaramillo, under the pen name of R. J. Palacio, published on February 14, 2012.

Chapter 1: Ordinary

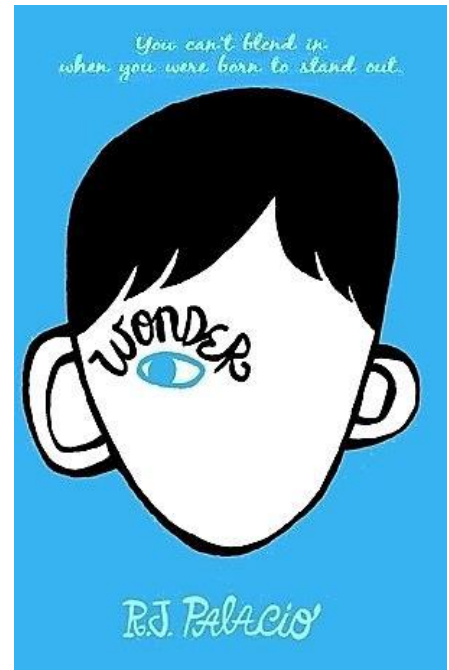
I know I'm not an ordinary ten-year-old kid. I mean, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an Xbox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't stare at other ordinary wherever they go.

If I could have one wish, I would wish that I had a normal face. I would wish that I could walk down the street without people looking at me.

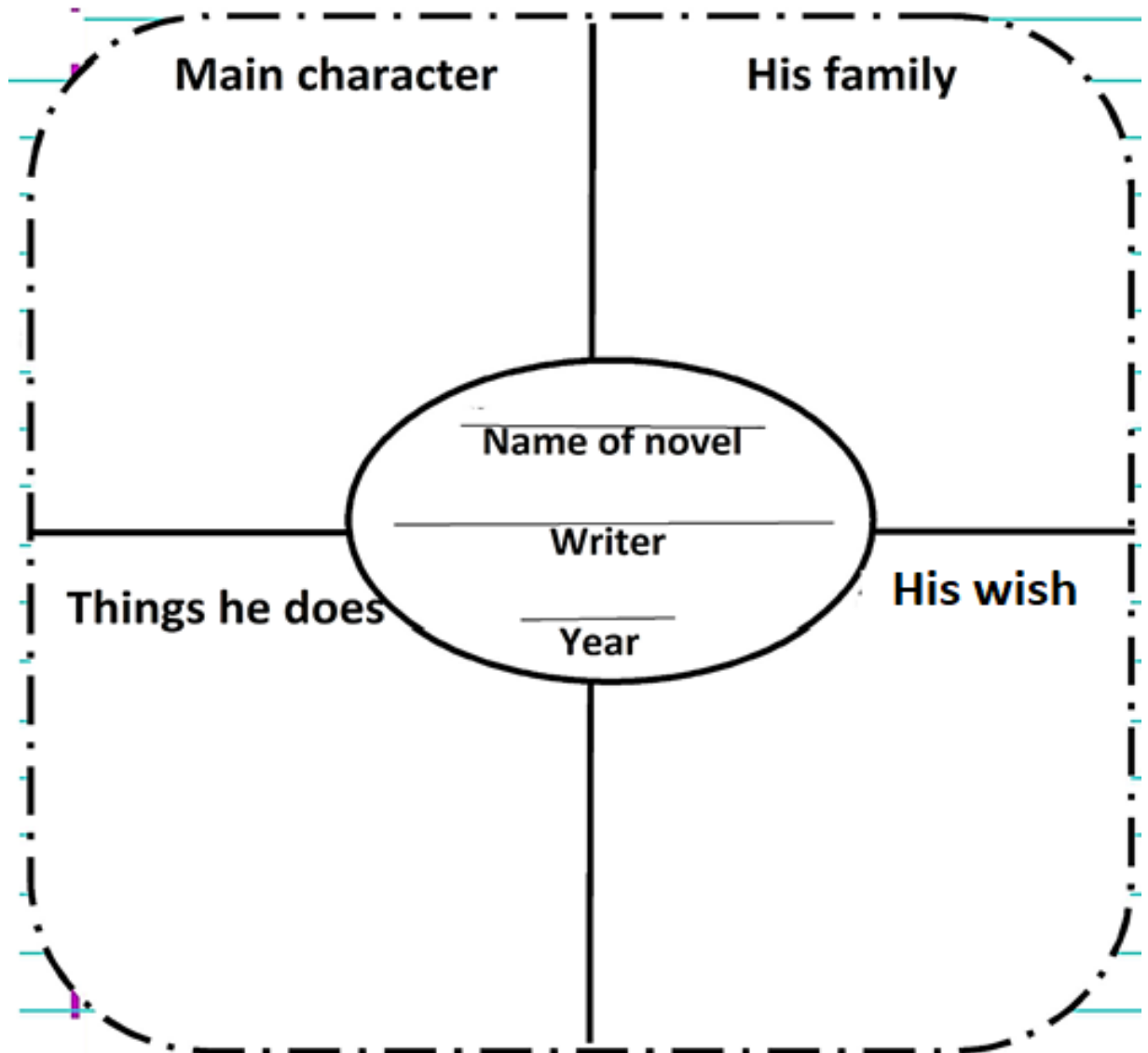
But I'm used to how I look. I know how to pretend I don't see the faces people make. We're all pretty good at pretending: me, Mom and Dad, Via. Actually, Via's not so good at it. She gets really annoyed when people do something rude. For instance, one time in the playground some older kids made some noises. I don't even know what the noises were exactly because I didn't hear them, but Via heard and she started yelling at the kids. That's the way she is. I'm not that way.

Via doesn't see me as ordinary. She says she does, but if I were ordinary, she wouldn't protect me as much. And Mom and Dad don't see me as ordinary. They see me as extraordinary. I think the only person in the world who realizes how ordinary I am is me.

My name is August, by the way. I won't describe what I look like. Whatever you're thinking, it's probably worse.



A- Read the first chapter of the novel and complete this diagram.



B- Answer these questions.

- a- How does August feel?
- b- Does he do ordinary things?
- c- What don't ordinary kids do?
- d- Are his parents good at pretending?
- e- Is Via good at pretending?
- f- How does he feel?



C- Este es el “book trailer”. Te propongo mirarlo y anotar frases o palabras que te sugiere el video. Pueden ser oraciones completas o sólo frases o palabras sueltas.

Book trailer: <https://tinyurl.com/yamqygky>



D- Fill in the blanks.

- 1- August feels inside.
- 2- He wishes he had a normal
- 3- Peopleat him and make when they see him.
- 4- His sister Via is when people stare at August.
- 5- His parents don't he is an ordinary kid.

E- Ahora te propongo mirar el trailer de la película. Vas a ver muchas imágenes conmovedoras y vas a escuchar muchas palabras nuevas. Pero hay muchas palabras que ya conocés. Lo que te propongo ahora es:

- 1) leer las oraciones que están debajo,
- 2) mirar el trailer, y
- 3) ordenarlas de acuerdo a lo que ves.



Movie trailer

<https://tinyurl.com/yc7yrhs3>

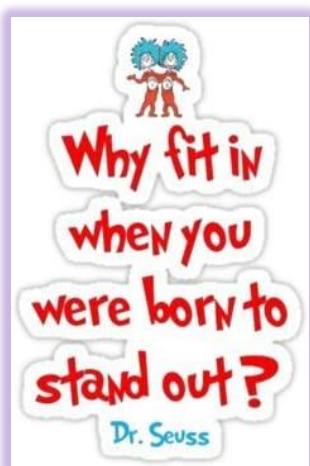
- ☐ August sits with a friend at lunch time.
- ☐ His father takes out his helmet.
- ☐ August makes a friend
- ☐ August goes to school with his parents and sister.
- ☐ Children stare at August.
- ☐ The teacher is giving a lesson about personal aspirations.
- ☐ August makes an experiment at school.
- ☐ August rides a bike.

F- Esta frase está en la tapa del libro. "You can't blend in if you were born to stand out."

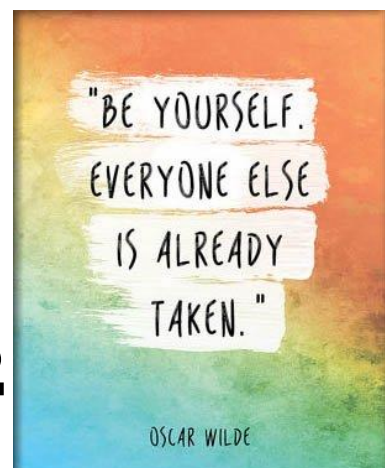
A veces dedicamos mucho tiempo y energía en tratar de "encajar", en tratar de ser vistos como "normal". Haciendo esto nos estamos negando la oportunidad de crecer como personas.

R.J.Palacios se inspiró en estas frases, probablemente. ¿Cuál de ellas se aproxima a la frase en la tapa de "Wonder"?

1



2



Adverbials of manner

We use **adverbials of manner** to say **how** something happens or how something is done:

The children were playing **happily**.

He was driving **as fast as possible**.

Adverbs describe verbs and adjectives. To form regular adverbs, add '-ly' to most adjectives. Words ending in '-y' change to '-ily'.

ADJECTIVES	ADVERBS
<ul style="list-style-type: none"> ● angry ● bad ● brave ● careful ● easy ● happy ● immediate ● nervous ● polite ● quick ● quiet ● slow ● tired 	<ul style="list-style-type: none"> ● angrily ● badly ● bravely ● carefully ● easily ● happily ● immediately ● nervously ● politely ● quickly ● quietly ● slowly ● tiredly
<p>"He was tired, so he <u>walked</u> <u>slowly</u> back to his home."</p> <p>OR</p> <p>"He was tired, so he <u>slowly</u> <u>walked</u> back to his home."</p>	

Complete this poster with adverbs of manner from these adjectives:

Adventurous
Gracious
Generous
Patient
Hearty
Steady

Creative
Diligent
Fearless
Complete
Willing

think _____
live _____
work _____
share _____
listen _____
try _____
laugh _____
help _____
speak _____
run _____
love _____

More exercises:

<https://tinyurl.com/pstczt79>



A- What's the meaning of...?

limb:.....

disability:.....

limbless:.....

disable:.....

carnival:.....

caterpillar:.....

acrobat:.....

cocoon:.....

side show:.....

hope:.....

ability:.....

feel:.....

able:.....

pool of water:.....

B- Watch the film

C- Discuss these questions. Write the answers.

1. Why do so many people go to the sideshow at the Carnival to see people like Will?
2. Why do you think people go to the Butterfly Circus to see Will?
3. At the end of the movie Will can do something extraordinary. What can he do?
4. How do you think Will felt in the first circus?
5. Why does Will spit on Mendez's face? How does Mendez react?
6. Why isn't Will in the show just after joining the circus?
7. Why doesn't anybody help Will in the river?
8. Why does a boy on crutches hug Will at the end of the film?

9. What is Will's real disability?
10. Will's life changed after he met Mr. Mendez. What effect did *The Butterfly Circus* have on Will?
11. How did Will change after he joined the circus?
12. In what ways did Will begin to positively affect the lives of others?
13. Why are the members of the Butterfly Circus troupe happy people?
14. Why is the circus inspired by the butterfly?
15. What groups of society do the circus performers represent? What do they have in common?
16. Describe a moving scene. (only one sentence)
17. Can we change that which is negative in our lives? If so, how?
18. What can we do to show others they can also transform their lives?

A-Quotes from the film. Explain them in Spanish. (En carpeta)

1. *"What this world needs is a little wonder",*
2. *"If you could only see the beauty that can come from ashes" (Mendez).*
3. *"The greater the struggle, the more glorious the triumph."*
4. *"Boy- you can do whatever you want."*
5. *"What this world needs is a little wonder."*
6. *"They are filled with strength, colour and grace".*

D- Who says the following sentences in the film?

Will – Mendez – Little boy – the man from the 1st circus

A man who God himself has turned his back upon!	
Come on in ladies and gentleman, we have the best freak show in town!	
Where are your arms and legs?	
But they are different from me!	
You can be as strong as you like	
I do run a different show	
The greatest the struggle the more glorious the triumph.	

FINAL TASK: a definir

Regular and irregular (i) verbs

Infinitive	Simple Past	Past Participle	Spanish
answer	answered	answered	responder
arrive	arrived	arrived	llegar
ask	asked	asked	preguntar
be i	was / were	been	ser
borrow	borrowed	borrowed	tomar prestado
break i	broke	broken	romper
buy i	bought	bought	comprar
catch i	caught	caught	atrapar
clean	cleaned	cleaned	limpiar
climb	climbed	climbed	escalar
collect	collected	collected	coleccionar
come i	came	come	venir
compose	composed	composed	componer
cook	cooked	cooked	cocinar
cut i	cut	cut	cortar
dance	danced	danced	bailar
describe	described	described	describir
discover	discovered	discovered	descubrir
do i	did	done	hacer
drink i	drank	drunk	beber
drive i	drove	driven	conducir
eat i	ate	eaten	comer
enjoy	enjoyed	enjoyed	disfrutar
fall i	fell	fallen	caer
feel i	felt	felt	sentir
find i	found	found	encontrar
fly i	flew	flown	volar
forget i	forgot	forgotten	olvidar
give i	gave	given	dar
go i	went	gone	ir
happen	happened	happened	suceder
have i	had	had	tener

help	helped	helped	ayudar
hurt i	hurt	hurt	herir, doler
invent	invented	invented	inventar
invite	invited	invited	invitar
kill	killed	killed	matar
know i	knew	known	saber
lend i	lent	lent	prestar
leave i	left	left	dejar
lie i	lay	lain	yacer
like	liked	liked	gustar
live	lived	lived	vivir
look	looked	looked	mirar
love	loved	loved	amar
make i	made	made	hacer
meet i	met	met	conocer, encontrar
miss	missed	missed	perder, extrañar
open	opened	opened	abrir
pack	packed	packed	empacar
pay i	paid	paid	pagar
phone	phoned	phoned	llamar por teléfono
play	played	played	jugar
prefer	preferred	preferred	preferir
prepare	prepared	prepared	preparar
push	pushed	pushed	empujar
put i	put	put	poner
rain	rained	rained	llover
read i	read	read	leer
remember	remembered	remembered	recordar
rent	rented	rented	alquilar
rescue	rescued	rescued	rescatar
return	returned	returned	volver, devolver
ring i	rang	rung	llamar por teléfono
save	saved	saved	ahorrar
say i	said	said	decir
search	searched	searched	buscar
see i	saw	seen	ver
sell i	sold	sold	vender

sit i	sat	sat	sentarse
skate	skated	skated	patinar
ski	skied	skied	esquiar
sleep i	slept	slept	dormir
smell	smelled	smelled	oler
speak i	spoke	spoken	hablar
spend i	spent	spent	gastar
start	started	started	comenzar
stay	stayed	stayed	quedarse
stop	stopped	stopped	detener
study	studied	studied	estudiar
survive	survived	survived	sobrevivir
swim i	swam	swum	nadar
take i	took	taken	tomar
talk	talked	talked	hablar
teach i	taught	taught	enseñar
tell i	told	told	decir
think i	thought	thought	pensar
throw i	threw	thrown	lanzar
touch	touched	touched	tocar
try	tried	tried	intentar
understand i	understood	understood	entender
use	used	used	usar
visit	visited	visited	visitar
wait	waited	waited	esperar
walk	walked	walked	caminar
want	wanted	wanted	querer
wash	washed	washed	lavar
watch	watched	watched	mirar
wear i	wore	worn	llevar puesto
work	worked	worked	trabajar
write i	wrote	written	escribir